

## DOCUMENT RESUME

ED 403 254

SP 037 114

AUTHOR Guskey, Thomas; And Others  
TITLE Events, Ethos and Ethics.  
PUB DATE 9 Dec 96  
NOTE 20p.; Paper presented at the Annual Meeting of the National Staff Development Council (Vancouver, British Columbia, Canada, December 9, 1996).  
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS Educational Change; \*Educational Environment; Elementary Secondary Education; \*Faculty Development; Knowledge Base for Teaching; \*State Standards; Teacher Characteristics; \*Teacher Student Relationship; \*Values  
IDENTIFIERS \*Kentucky

## ABSTRACT

This document is a series of charts and diagrams for a presentation on values in staff development. The presentation focused on content--what teachers teach and what teachers want students to learn; process--how to make things happen, the means for acquiring new knowledge and skills; and context--the culture or framework in which teachers work. Values that influence human behavior were explored as well as affective behavior. The diagrams illustrate: staff development in the context of pressure for reform and the changing world; elements of staff development, such as strategic plans, school improvement, skills training, and expectations; the professional development planning process; and the six Kentucky Standards for Professional Development, with indicators. (ND)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*



# EVENTS ETHOS AND ETHICS

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL  
HAS BEEN GRANTED BY

*T. Guskey*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

**Presentation at Vancouver**

**National Staff Development Council**

**December 9, 1996**

**BEST COPY AVAILABLE**

## **EVENTS, ETHOS AND ETHICS**

Today we will discuss and examine . . . . .

**CONTEXT**  
**O**  
**N**  
**T**  
**PROCESS**  
**N**  
**T**

In order to . . . . .

- \*Create infrastructures for long term success.
- \*Establish integrated processes to support change.
- \*Move beyond current practice.
- \*Become proactive, inclusive and student centered.
- \*Balance realism and creativity.

# EVENTS, ETHOS AND ETHICS

WE ARE NOT  
THE EXPERTS



WE ARE HERE TO SHARE  
IDEAS AND TOOLS

## EVENTS, ETHOS AND ETHICS

Individual values influence human behavior. All of us tend to do and act according to what we value. If teaching and learning changes, it will be because the values of all involved have changed.

These are some supporting values of this professional development activity. We list them to assist you in understanding what we value.

- \*Integrity
- \*Quality
- \*Interactive
- \*Creative
- \*Visionary
- \*Collaborative
- \*Democratic
- \*Outcome Oriented
- \*Diversity
- \*Metacognitive

## EVENTS, ETHOS AND ETHICS

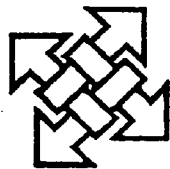
PLEASE . . . . .

- \*Take responsibility for your own learning and comfort.
- \*Have fun.
- \*Keep an open mind.
- \*Suspend judgement.
- \*Stretch when and where you can.
- \*Listen with empathy.
- \*Start and end on time.
- \*Never forget why we are here.

## EVENTS, ETHOS AND ETHICS

- \*Educators are creative people.
- \*Educators want to be successful.
- \*All must work together.
- \*Increased participation and creativity bring out the best in people.
- \*There is no one right way.
- \*An effective process involves making a series of conscious choices about planning, conducting and follow-up.
- \*Shared ownership of decisions is critical to their implementation.
- \*All people have intrinsic values and worth.
- \*Learning is a lifelong quest.

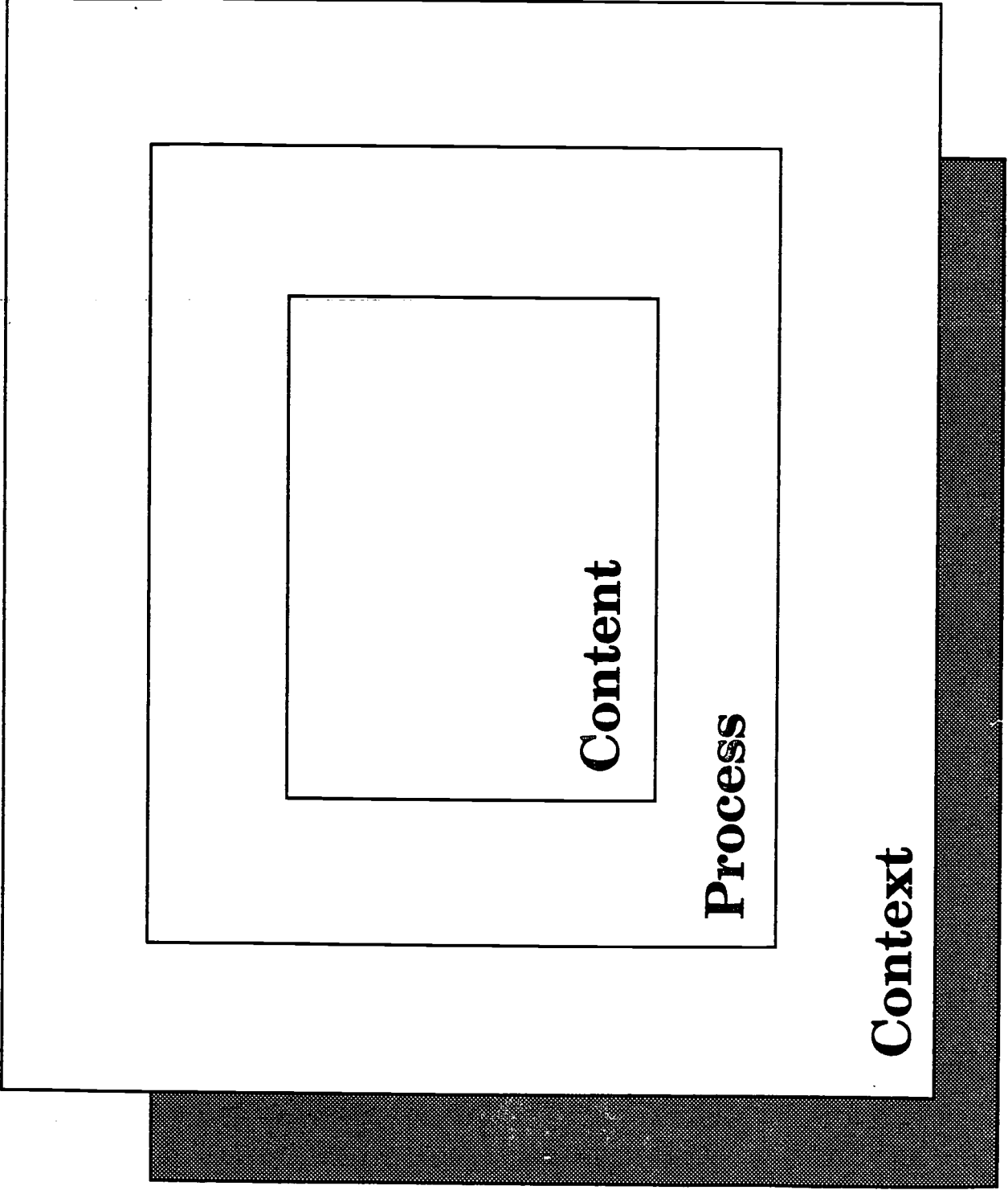
"It's not  
enough to  
know  
about  
change...  
we have  
to know  
about the  
change  
process."

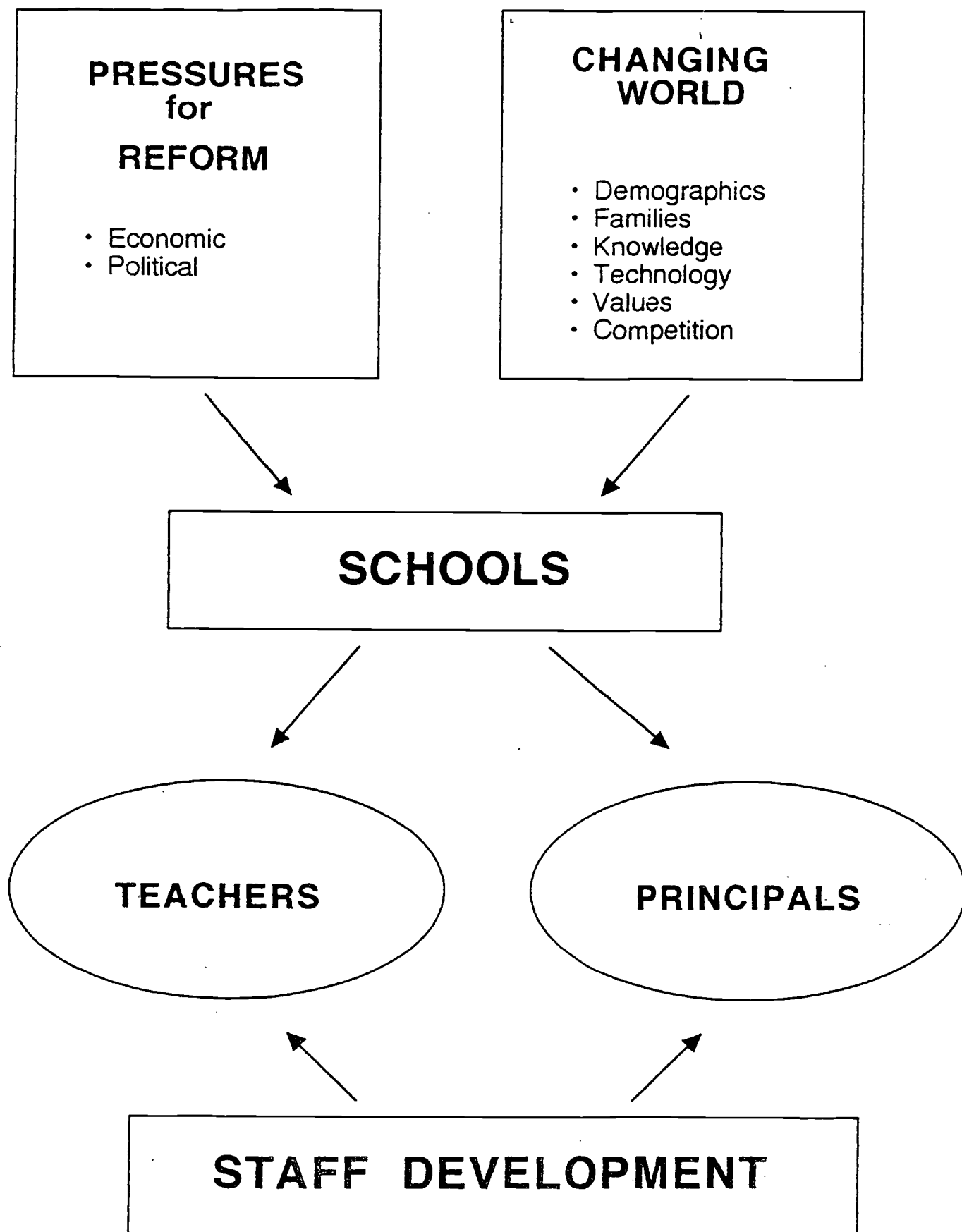


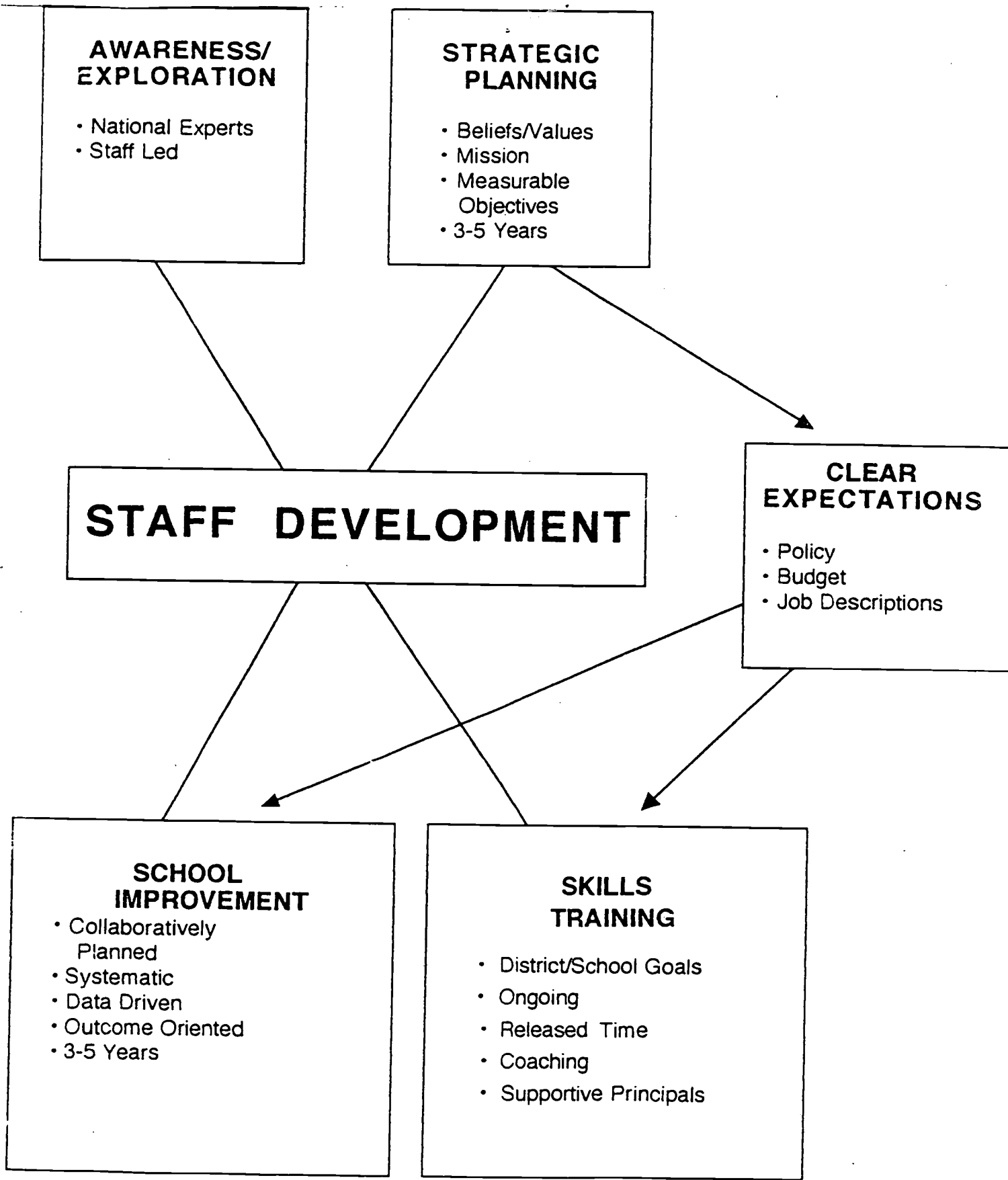
---

—Michael Fullan









**CONTENT**

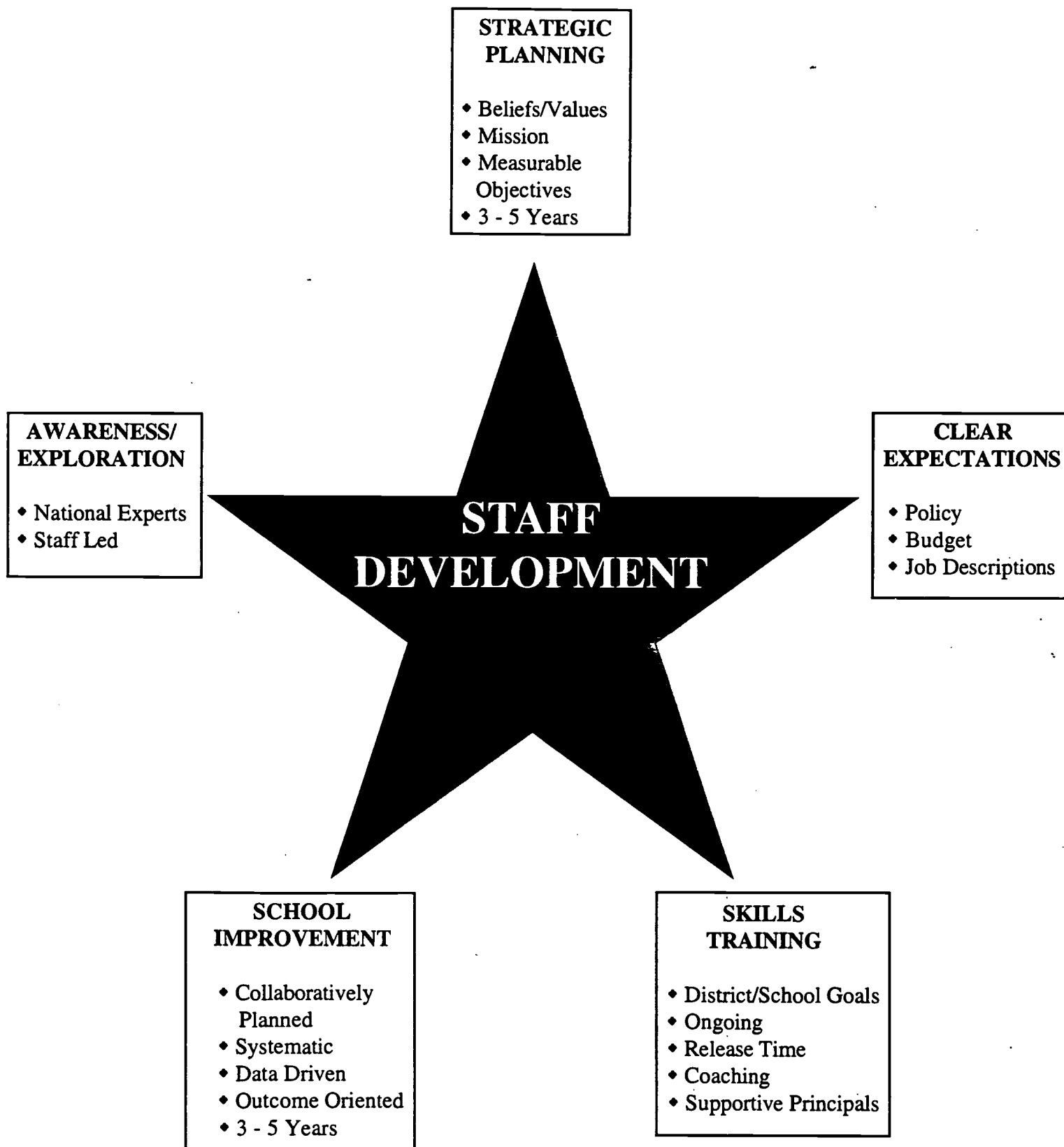
*What we teach - what we  
want people to learn.  
Content different by age  
appropriateness, Service  
need, Researched-based*

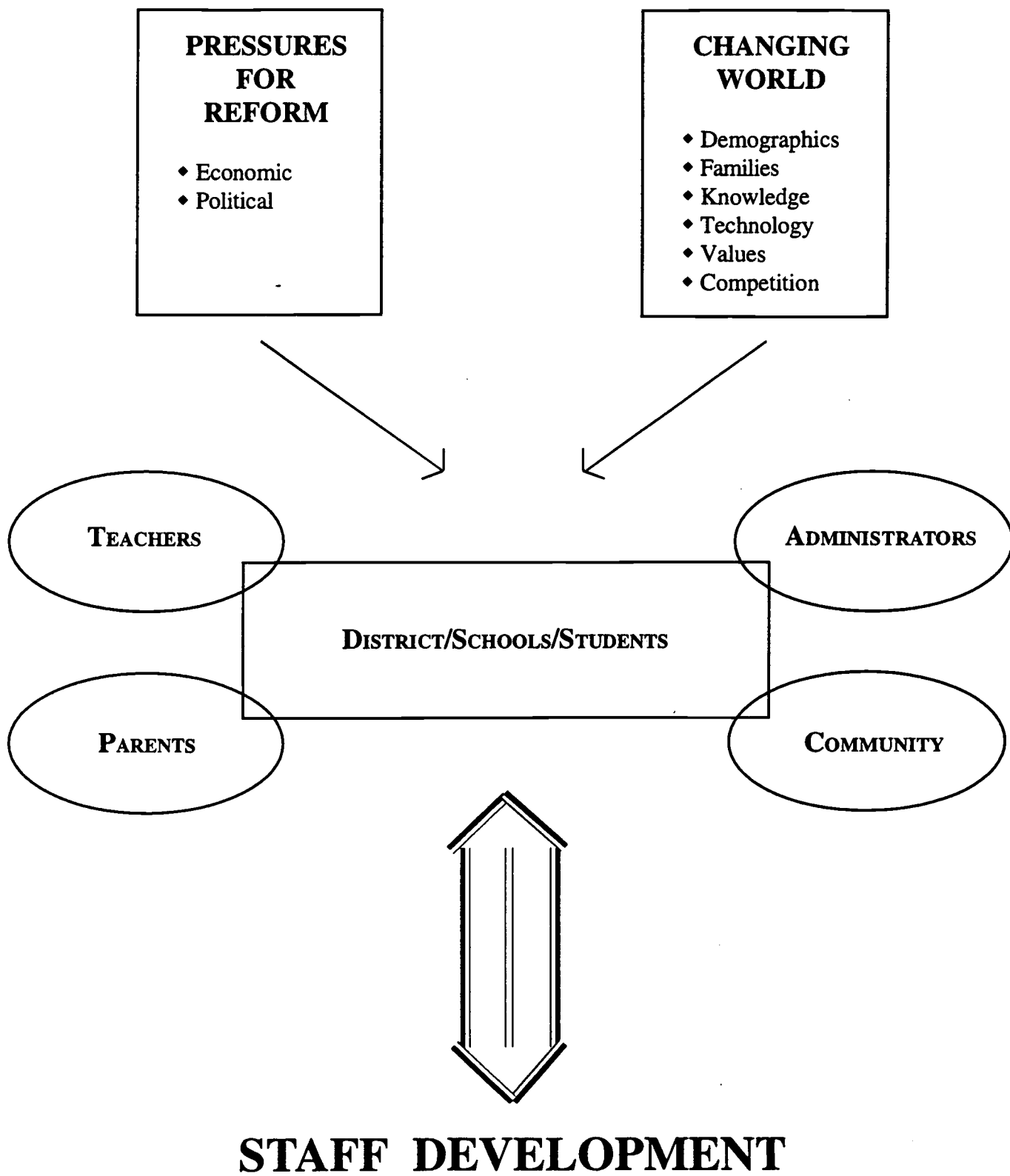
**PROCESS**

*How to make things happen.  
The means for acquiring new knowledge and skills*

**CONTEXT**

*Culture - The framework in which you work - organization*





## **Standards and Indicators for Professional Development Plans**

All professional development plans will be evaluated using the same standards with indicators. The six standards contained in 704 KAR 3:035 constitute the framework upon which the plans will be evaluated using a holistic approach. These standards, with indicators, will be used at each level of the process to ensure a measure of quality control. The following Standards and Indicators are derived from the standards of the regulation and are approved by the Professional Development Standards Advisory Council. Use them to validate the plans as they are being developed.

### **Standard 1:**     *There is a clear statement of the school or district mission.*

Indicators:

1. The mission is written in or attached to the professional development plan or included in a School Improvement Plan.
2. The mission may be derived from planning processes such as: •School Transformation Plan •School Improvement Plan •Effective Schools initiatives •District wide strategic planning •Others
3. The strategic plans and initiatives are tied to mission and focus.

### **Standard 2:**     *There is evidence of representation of all persons affected by the professional development plan.*

Indicator:

A sign-off page is attached to the plan.

### **Standard 3:**     *Application of needs assessment analysis is evident.*

Indicators:

1. Needs analysis is focused on mission and KRS 158.6451.
2. An evaluation of the previous year's plan is included
3. The plan incorporates relevant data from multiple sources. Examples include: •KIRIS, •Growth Plans, •Surveys, •Crisis Data, •Committees, •Stages of development
4. Conclusions are drawn from analysis that lead to objectives.

### **Standard 4:**     *Professional development objectives are focused on the school or district mission and derived from needs assessment.*

Indicators:

1. Objectives are stated.
2. Objectives support mission and are focused.
3. Objectives come from needs assessment.
4. Objectives give attention to professional growth at different stages of development.

### **Standard 5:**     *The professional development program and implementation strategies are designed to support school or district goals and objectives.*

Indicators:

1. The professional development program provides a variety of learning options and follow-up. Examples include: •Study Groups •Job Embedded Learning •Action Research •Shadowing •Mentoring •Lecture, Workshop, Conference
2. Program reflects differentiated experiences appropriate to organizational and individual needs.

### **Standard 6:**     *The plan incorporates a process for evaluating professional development experiences and improving professional development initiatives.*

Indicators:

1. There is an evaluation process for each activity.
2. There is an evaluation process for the annual professional development plan.
3. The evaluation process provides for use of data for the ongoing improvement of the professional development program.
4. The evaluation processes described are appropriate to the professional development experiences planned.

## **Kentucky Standards for Professional Development**

**Standard 1:**        *There is a clear statement of the school or district mission.*

**Standard 2:**        *There is evidence of representation of all persons affected by the professional development plan.*

**Standard 3:**        *Application of needs assessment analysis is evident.*

**Standard 4:**        *Professional development objectives are focused on the school or district mission and derived from needs assessment.*

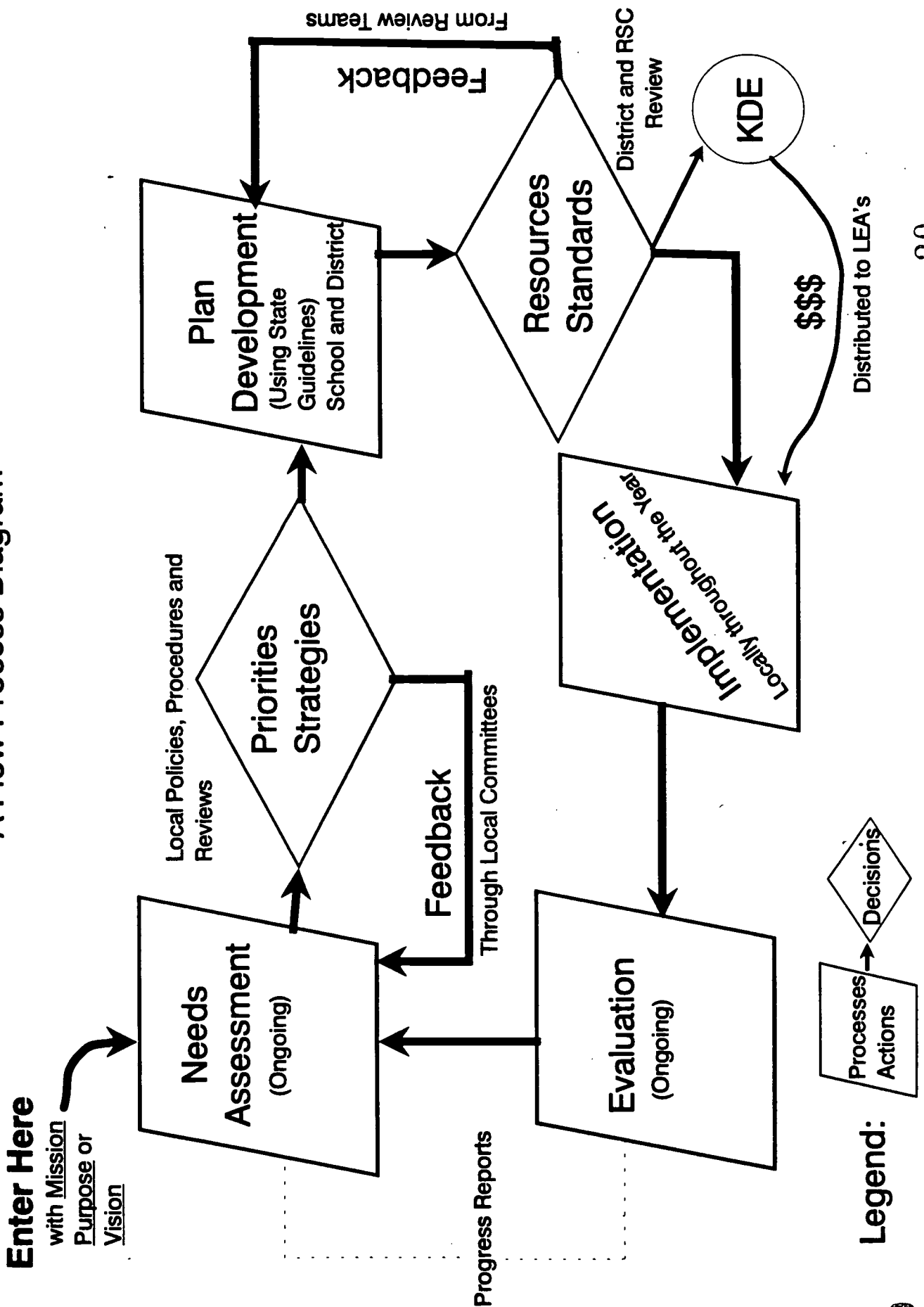
**Standard 5:**        *The professional development program and implementation strategies are designed to support school or district goals and objectives.*

**Standard 6:**        *The plan incorporates a process for evaluating professional development experiences and improving professional development initiatives.*



# The Professional Development Planning Process

A Flow Process Diagram





U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

Title: <i>Events, Ethics and Ethics</i>	
Author(s): <i>N. Wheeler, Tom Shearer, Tom Gushy</i>	
Corporate Source:	Publication Date: <i>12-96</i>

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

☐  
↑  
Check here  
For Level 1 Release:  
Permitting reproduction in  
microfiche (4" x 6" film) or  
other ERIC archival media  
(e.g., electronic or optical)  
and paper copy.

The sample sticker shown below will be  
affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY  <i>Sample</i>  TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
---

Level 1

The sample sticker shown below will be  
affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY  <i>Sample</i>  TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
---

Level 2

☐  
↑  
Check here  
For Level 2 Release:  
Permitting reproduction in  
microfiche (4" x 6" film) or  
other ERIC archival media  
(e.g., electronic or optical),  
but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign  
here→  
please

Signature: <i>N. Wheeler</i>	Printed Name/Position/Title: <i>POC for KVEC</i>	
Organization/Address: <i>P.O. Box 2112 Dayton, KY 41701</i>	Telephone: <i>606-439-4039</i>	FAX: <i>606-439-4039</i>
	E-Mail Address:	Date: <i>12-9-96</i>

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: **THE ERIC CLEARINGHOUSE ON TEACHING  
AND TEACHER EDUCATION  
ONE DUPONT CIRCLE, SUITE 610  
WASHINGTON, DC 20036-1186  
(202) 293-2450**

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility  
1100 West Street, 2d Floor  
Laurel, Maryland 20707-3598**

**Telephone: 301-497-4080**

**Toll Free: 800-799-3742**

**FAX: 301-953-0263**

**e-mail: [ericfac@inet.ed.gov](mailto:ericfac@inet.ed.gov)**

**WWW: <http://ericfac.piccard.csc.com>**